RESOURCES NEEDED FOR SKILLS ACQUISITION AMONG BUSINESS EDUCATION STUDENTS IN A PERIOD OF SOCIO-POLITICAL AND ECONOMIC UNCERTAINTY

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Abstract
The study assesses the resources needed for skills acquisition among Business Education students in Colleges of Education in Enugu and Anambra states in a period of socio-political and economic uncertainty. It adopted the descriptive survey design. Three research questions and three hypotheses tested at .05 level of significance were used. Population consisted of 95 Business Educators in public colleges of education in Enugu and Anambra states. No sample was used because the population was manageable. The instrument was validated by experts in Business Education and measurement and evaluation from Michael Okpara University of Agriculture, Umudike. Cronbach alpha was used to ascertain the reliability of the instrument with coefficient of 0.78. A four- point response type instrument of Very Highly Needed (VHN), Highly Needed (HN), Moderately Needed (MN) and Not Needed (NN) with three sections and 30 items were used. Mean was used to answer the research questions, standard deviation was used to determine the closeness and homogeneity of the mean responses while t-test was used to test the hypotheses. Findings of the study revealed that Business Education lecturers agreed that Information and Communication Technology resources, human resources and material/physical resources are highly needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in this period of socio-political and economic uncertainty. The findings of the study further showed that there was no significant difference between the mean ratings of male and female Business Education lecturers on the ICT, human and material resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in this period of socio-political and economic uncertainty. It was recommended among others that government and school management should provide adequate resources for the management of Business Education programme to ensure achievement of Business Education goals in Colleges of Education in Enugu and Anambra states for sustainable national development.

Introduction

Education plays an unquantifiable role in societal, national and global development which is a veritable tool for the development of individuals and the nations. The world of work is more complex, newer approaches to work and learning are in high demand than before, this made most educational institutions to imbibe their students with functional life and learning skills they need to survive and meet the changes of the 21st century (FRN, 2013). Technology has brought changes to the old methods of teaching and learning thereby giving way to new methods. These new methods require acquisition of new skills competencies, knowledge and abilities to be able to perform and succeed in the 21st century world of work and for sustainable economic development. According to Akinsola in Nwokocha and Onwuchekwa (2021), resources are the sum total of everything used directly or indirectly for the purpose of education training to support, facilitate or encourage the acquisition of knowledge, competence, skill and know-how. Nwokocha and Onwuchekwa (2021) explained that resources can be intangible, people, time and tangible facilities, materials and finances. Similarly, Usman (2016) is of the view that resources refer to all human, material, non-material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching and learning process. Resources are no doubt important in the development of a conducive teaching-learning environment especially in skills acquisition in Business Education.

Nwokocha and Onwuchekwa (2021) opined that Business Education as an academic programme can only be effectively implemented with adequate educational resources. The proper management and use of these resources will be a morale booster to Business Educators who coordinate other activities in the school system but also ensure the attainment of goals. Accessibility of resources makes school management effective and efficient thereby enhancing the output of the education system. Business Education is a skill based course which requires the presence of professional and relevant instructional resources that would lead to effectiveness in acquisition of skills. It aims at equipping the recipients with requisite skills for self-reliance economic and sustainable development (Gidado & Daramola, 2021). According to Olaniyan and Titilayo (2012), Business Education is a skill drilling, and acquisition course which is capable of making its students or recipients employable or self- employed on graduation in order to help facilitate economic activities in the country. It has the capacity of enabling students to graduate with such revealing and endearing skills. Business education exposes its recipients to diversity curricula, hence, it is that type of education that inculcates in its recipient's attitudes, knowledge, skills, values that is required in Business work. According to Emeasoba and Nwatalari, (2021) Business Education is concerned mainly with the development of relevant saleable skills and knowledge that would enable an individual to function effectively in the world of work. Akujiobi (2022) has noted that resources for skills acquisition in Business Education can be classified as Information and Communication Technology (ICT) resources, human resources, material/physical resources and financial resources.

Igberahaha in Nwadiani and Egbri (2016) also has averred that ICT resources as applied to Business Education involves the use of networks, expert systems and artificial intelligence in what is now known as electronic commerce or electronic Business. ICT resources provide

information and knowledge for learners, enable them exercise abilities and skills needed in the labour market as well as in teaching. In the same vein, Obijiofor, Inayatullah and Steveson in Nwadiani and Egbri (2016) has posited that access to and use of ICT resources will enable students and lecturers network with their colleagues in other parts of the world and keep abreast with the development and skills acquisition in their field through the internet. ICT has been a requirement for economic growth and the improvement of social conditions.

According to Usman (2016), human resources in the school system includes; teachers, support staff in the school, students, parents, community/members and a host of other interest or social groups. In Business Education programme, human resources according to Ndubuisi, Ezeani and Ile (2021), are all members of staff from the highest to the lowest that contribute in one way or the other, directly or indirectly to the success or failure of Business Education programme. For Business Education to succeed and be effectively implemented, adequate and competent lecturers (human resources) have to be available to handle the programme. Furthermore, Paul-mgbeafulike (2021) has noted that human resources in tertiary institution level are lecturers, instructors and other school personnel that constitute the central figure in the curriculum implementation process. Hence, any issue bothering on the quality and competence of the human resources has direct effect on the quality of service it renders to ensure effective curriculum implementation process in Business Education and entrepreneurship skill training.

Material/physical resources are the tangible resources that can easily be seen and observed in any institution. In an educational system, the physical resources include classroom/lecture halls or rooms, staff offices, vehicles, health centers, lavatory, library, laboratories among others, which directly or indirectly contribute to the achievement of educational goals (Ndubuisi Ezeani & Ile, 2021). In the same vein, Akomolafo and Adesua (2016) stated that material or physical resources refer to the school buildings, classrooms, libraries, laboratories, lavatory, offices and other materials and infrastructure that would likely motivate teachers to teach for students to learn. Similarly, Ndinechi and Nworgu (2015) opined that material/physical resources are one of the environmental factors that influence teaching and learning in Nigerian tertiary institutions. Ndinechi and Nwogu list material/physical resources in Business Education to include classrooms, lecture theatres, laboratories, studios, staff offices, computer laboratories and internet access. Furthermore, Nepal and Maharjan (2015) note that material/physical resources provides and maintain safety, cleanliness and creativity of the learning environments to the students which encourage students' high achievement. Material/physical resources strive to give business education students comfortable learning environment in which they work and learn.

Okpuzor (2012) noted that shortage of material resources affects the quality of teaching and learning in Business Education programme. Quality diminishes when the resources needed for teaching and learning in Business Education are inadequate or not available. The resultant effect is that Business Education students will perform below expectation and will lack the necessary skills, competencies, attitudes among others to be gainfully employed in the world of work or lack the entrepreneurial skills to be self- reliant in a period of socio-political and economic uncertainty. Skill as a concept is a specific form of learning and the ability to be trained on a particular function, or task till you become an expert and master on the skill. Skill is also seen as one's potential competencies in the performance of specific tasks acquired after a period of training or experience. Skills according to Mbah and Umurhurhu (2016), are the ability to make purposeful movements that are necessary to complete or master a particular task. Skill is

a learned- response, often as a result of specific training which afford someone the ability to perform a particular task and achieve a particular objective. Skills acquisition refers to the ability to be trained on a particular task or function. It is a form of training of individuals to acquire skills needed for self-sustenance. It requires the gathering of various abilities that enhance task execution through the coordination of both theoretical and practical form of knowledge (Idoko, 2014). According to Nwaukwa et al (2018), skills acquisition in Business Education leads to employment generation in small and medium enterprises which will boost the economy of a nation in a socio-political and economic uncertainty. Federal Republic of Nigeria (2013) noted that skill acquisition is one among other policies embarked upon in Nigeria with the sole aim to alleviate poverty, youth restiveness, sophisticated crimes and corruption rate, rural-urban drift, unemployment and other social vices by providing technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. Chikwe and Oguegbule (2016), has also stated that skill acquisition focuses on learning and development of mental physical and social abilities and competencies which would enable a person to live in and contribute to the development of his or her society. Many countries are going through socio-political crisis and economic uncertainty and for the economy to stabilize, there is need to build the country's workforce with relevant skills in order to build their economy to enviable standard. These imply that skill acquisition makes a person to develop cognitive, psychomotor and affective skills that would make them become functional members of the society and contribute towards its development.

Gender has been an issue affecting social-political and economic uncertainty in Nigeria. Becker (2018) has indicated that women's important role in reproduction reduces their professional career productivity and human capital investment. As such, gender differences among business educators is not just an issue that is attributed to Nigeria alone, but globally, where only few percentage of top managers, entrepreneurs, rectors, provosts and vice-chancellors are women. This gender gaps among Business Educators have been recognized by the FRN (2013) and has stressed the need for vocational education sector (of which business education is a major part) to do more in closing the gender gap, stipulating that the socio development goals be focused on the acquisition of skills for economic development.

Colleges of Education in Nigeria are the 'train-the-trainers" colleges as they are responsible for the production of middle manpower and teachers who will teach at the primary and upper basic levels. The colleges as stated in Federal College Education Act (1986, No.4) are to perform the following functions: to provide full time courses in teaching, instruction and training in technology, applied science, humanities and management, to conduct courses in education for qualified teachers; to arrange conferences, seminars and workshops in their fields of learning and to perform other functions as in the opinion of the council may serve to promote objectives of the colleges. The success and effectiveness of every education system depends on the quality of its resources. It is against this background that this study sought to assess the resources needed for skills acquisition among Business Education students' in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty.

Statement of the Problem

Resources are very necessary for the utmost realization of the goals of education. In this era of accelerated technological development, resources are not only important, they are expected to be available in a reasonable size and properly utilized. Students offering Business

Education in schools find it difficult to acquire the needed skills and competencies as a result of lack of adequate resources in the school. The situation in the teaching of Business Education has been of great concern to educators and the decline in students' achievement and unemployment may not be unconnected with the poor learning environment created by the state of limited resources for skill acquisition. On the other hand, the number of students appears to have out-paced the available resources. To this end, the need to match the growing student's enrollment with a corresponding increase in the provision of relevant and learning resources cannot be under estimated. However, it is particularly worrisome to note that Nigerian tertiary institutions seem to be fast declining, especially in the area of resources required for the educational production processes. A careful look at the nation's schools may show that they are struggling with limited resources and non-functional facilities. Business Education students in colleges of education upon graduation are supposed to acquire skills, competencies to be self–reliant, job creators and contribute to sustainable national development, but contrary to these expectations, most of them roam the streets for years searching for very scarce white-collar jobs. This is because, they are inadequately equipped with relevant skills probably due to the fact that Business Education programme is not up-to-date with required resources as found in the programme in other parts of developed countries. This study is therefore poised to carry out a study on the assessment of resources needed for skills acquisition among Business Education students' in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty.

Purpose of the Study

The purpose of the study is to assess the resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty. Specifically, the study will determine the adequacy or otherwise of three resource levels:

4. information and communication technology resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty.
5. human resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty.
6. material/physical resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty.

Research Questions

ix. What are the Information and Communication Technology (ICT) resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty?
x. What are the human resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty?
xi. What are the material/physical resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty?

Hypotheses

Ho$_1$:   There is no significant difference between the mean ratings of male and female Business Education lecturers on the ICT resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty.

Ho$_2$:   A significant difference does not exist between the mean ratings of male and female Business Education lecturers on human resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty.

Ho$_3$:   There is no significant difference between the mean ratings male and female Business Education lecturers on material/physical resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty.

Method

The study was carried out in Anambra and Enugu states. The population of this study was 95 (male 46, female 49) Business Educators in colleges of education in Enugu and Anambra states. Survey design was used for the study. The design was used to ascertain the resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty. The sample size for the study was 95 Business Educators as such there was no sampling for the study since the population of the study is manageable by the researcher. The instrument for data collection was the researchers' self-developed questionnaires titled: Resources needed for skills acquisition questionnaire (IRSKQ). Three experts from Business Education and Measurement and Evaluation from Michael Okpara University of Agriculture, Umudike validated the instrument. The reliability of the instrument was determined using Cronbach alpha with reliability coefficient of 0.78. Four research assistants were used in the administration of questionnaires to the respondents. The instrument was administered personally by hand to the respondents and retrieved within one week. Out of 95 questionnaires distributed to Business Educators, 81 were returned and used for study. The responses were rated on a 4- point rating scale of: Very Highly Needed (VHN), Highly Needed (HN), Moderately Needed (MN) and Not Needed (NN). The data collected from the study were analyzed using mean. Standard deviation was used to determine the closeness and homogeneity of the mean responses while t-test was used to test the hypotheses at 0.05 level of significance. The value of the response options real limits of the mean was used. Any item with mean between 4.00-3.50 was regarded as Very highly needed; 3.49-2.50 Highly needed; 2.49-1.50 Moderately needed; 1.49-1.00 Not needed. Any mean above the criterion mean of 2.50 is regarded as needed while any item below 2.50 is regarded as not needed. The null hypothesis was significant where the probability value is less equal to .05 significant level at appropriate degree of freedom, otherwise the null hypothesis will not be significant.

Results
Table 1: Respondents' Mean and Standard Deviation Scores on Information and Communication Technology resources needed for skills acquisition among Business Education students

S/N	Items on Information and Communication Technology resources needed for skills acquisition among Business Education students include:	X̄	SD	Remarks
1	ICT Laboratory	3.68	1.22	Very Highly Needed
2	Multimedia Projectors	2.77	0.85	Highly Needed
3	Television	3.34	0.89	Highly Needed
4	Video Recorder	3.44	0.78	Highly Needed
5	Radio	2.98	0.88	Highly Needed
6	Tape recording cassette	2.77	0.85	Highly Needed
7	Internet resources	3.77	0.98	Very Highly Needed
8	Desktop Computers	3.69	0.60	Very Highly Needed
9	Laptops	3.78	0.79	Very Highly Needed
10	Virtual Classrooms	3.34	0.89	Highly Needed
11	Interactive whiteboards	2.98	0.88	Highly Needed
12	Digital Cameras	3.68	1.22	Very Highly Needed
13	Video conferencing	2.77	0.85	Highly Needed
	Cluster Mean	**3.74**	**0.89**	**Highly Needed**

Field Survey, 2023

Data in Table 1 reveal the item by item analysis on Information and Communication Technology resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. The analysis revealed that items1,7,8,9,and 12 with mean scores 4.68, 4.77, 4.69, 4.78 and 4.68 respectively were rated very highly needed while items 2,3,4,5,6,10,11,and 13 respectively were rated highly needed. However, the cluster mean of 3.74 summarized that Business Educators agreed that Information and Communication Technology resources are highly needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. The standard deviation scores ranging from 0.60 – 1.22 showed that Business Educators do not vary much in their ratings on Information and Communication Technology resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in this period of socio-political and economic uncertainty.

Table 2: Respondents' Mean and Standard Deviation Scores on human resources needed for skills acquisition among Business Education students

S/N	Items on human resources needed for skills acquisition among Business Education students include:	X̄	SD	Remarks
1	Qualified Business Educators	3.49	0.96	Very Highly Needed
2	Qualified technologist	2.88	0.88	Highly Needed
3	School administrators	3.78	0.79	Very Highly Needed
4	Secretaries/Typists	2.77	0.85	Highly Needed
5	Clerk	3.34	0.89	Highly Needed
6	Cleaners	2.57	0.75	Highly Needed
	Cluster Mean	**3.14**	**0.85**	**Highly Needed**

Field Survey, 2023

Data in Table 2 reveal the item by item analysis on human resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. The analysis revealed that item 14 and 16 with a mean scores of 4.49 and 4.78 are rated very highly needed. The analysis revealed that items 15, 17, 18, and 19 with mean scores 2.88, 2.77, 3.34 and 2.57 respectively were rated highly needed. Summarily, the cluster mean of 3.14 indicates that Business Educators agreed that human resources are needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. The standard deviation scores ranging from 0.75 – 0.96 showed that Business Educators do not vary much in their ratings on human resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in this period of socio-political and economic uncertainty.

Table 3: Respondents' Mean and Standard Deviation Scores on material/physical resources needed for skills acquisition among Business Education students

S/N	Items on material/physical resources needed for skills acquisition among Business Education students include:	X̄	SD	Remarks
1	Good library	2.77	0.85	Highly Needed
2	Adequate Classrooms/lecture rooms	3.34	0.89	Highly Needed
3	Current Business education textbooks	3.16	0.97	Highly Needed
4	Current Business Education Journals	2.77	0.85	Highly Needed
5	Chalk Board	2.68	1.03	Highly Needed
6	Well-furnished offices	3.06	0.84	Highly Needed
7	Filling Cabinets	2.77	0.85	Highly Needed
8	Business machines such as photocopiers, shredding machines, scanning machines, reproduction machines, photocopiers, product branding machines	3.34	0.89	Highly Needed
9	Well-ventilated shorthand and typewriting pools	2.57	0.75	Highly Needed
10	Shorthand accessories such as stop watch, headphones, dictating machines etc	3.34	0.89	Highly Needed
11	School Buildings	2.98	0.88	Highly Needed
		2.98	**0.88**	Highly Needed

Field Survey, 2023

Data in Table 3 reveal the item by item analysis on material/physical resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. The analysis revealed that all the items with mean scores ranging from 2.77 – 3.34 are rated highly needed. Summarily, the cluster mean of 2.98 means that Business Educators agreed that material/physical resources are needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. The standard deviation scores ranging from 0.75 – 1.03 showed that teachers do not vary much in their ratings on material/physical resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in this period of socio-political and economic uncertainty.

Table 4: t-test analysis on difference in the mean ratings of male and female Business Educators on ICT resources needed for skills acquisition among the Business Education students.

Variables	N	$\overline{X}$	SD	Df	p-value	α-level	Remark
Male	25	21.68	3.12				
				79	0.225	0.05	Not Significant
Female	56	20.44	4.58				

Field Survey, 2023

Data presented in Table 4 showed the difference in the mean ratings of male and female Business Educators on the ICT resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. The result showed a p-value of 0.225 with 79 degree of freedom at .05 level of significance. The null hypothesis was not rejected. This means that there is no significant difference in the mean ratings of male and female Business Educators on the ICT resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in this period of socio-political and economic uncertainty.

Table 5: t-test analysis on difference in the mean ratings of male and female Business Educators on human resources needed for skills acquisition among the Business Education students.

Variables	N	$\overline{X}$	SD	Df	p-value	α-level	Remark
Male	25	20.52	3.16				
				79	0.441	0.05	Not Significant
Female	56	19.81	4.01				

Field Survey, 2023

Data presented in Table 5 showed the difference in the mean ratings of male and female Business Educators on the human resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. The result showed a p-value of 0.441 with 79 degree of freedom at .05 level of significance. The null hypothesis was not rejected. This means that there is no significant difference in the mean ratings of male and female Business Educators on human resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in this period of socio-political and economic uncertainty.

Table 6: t-test analysis on difference in the mean ratings of male and female business educators on material/physical resources needed for skills acquisition among the Business Education students in colleges of education in Enugu and Anambra states.

Variables	N	$\overline{X}$	SD	Df	p-value	α-level	Remark
Male	25	16.76	2.89				
				79	0.139	0.05	Not Significant
Female	56	17.83	3.07				

Field Survey, 2023

Data presented in Table 6 showed the difference in the mean ratings of male and female Business Educators on the material/physical resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. The result showed a p-value of 0.139 with 79 degree of freedom at 0.05 level of significance. The null hypothesis was not rejected. This means that there is no significant difference in the mean ratings of male and female Business Educators on the material/physical resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in this period of socio-political and economic uncertainty.

Results and Discussion of findings

The findings in research question one revealed that Business Educators need information and communication technology resources for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in this period of socio-political and economic uncertainties. The analysis revealed that Business Educators agreed that Information and Communication Technology resources are highly needed for skills acquisition among Business Education students in the two colleges of education. This is in line with the study of Akujiobi (2022) which stated that greater proportion of educational objectives are achieved when there is effective utilization of ICT facilities than when contrary becomes the case. The result of hypothesis one also revealed that there is no significant difference in the mean ratings of male and female Business Educators on the information and communication technology resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in a period of socio-political and economic uncertainty.

The findings in research question two revealed that Business Educators need human resources for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. The analysis revealed that Business Educators agreed that human resources are highly needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. This finding supports the study of Osakwe and Itedjere in Egbule, Olori and Eboh (2015) which stated that human resources form the most valuable resources in teaching and learning. They agreed that material resources in themselves are not self-constructing but are only intended to be used to supplement normal daily teaching activities directed by the teachers. They refer to human resources as resource persons that may be utilized in enhancing understanding in certain areas of human endeavours. This is also in line with the studies of Odume et al (2021) and Paul-Mgbeafulike (2021) which stated that they constitute the central figure in the implementation of Business Education curriculum. The result of hypothesis two also revealed that there is no significant difference in the mean ratings of male and female Business Educators on the human resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in this period of socio-political and economic uncertainty.

The findings in research question three revealed that Business Educators need material/physical resources for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. The analysis revealed that Business Educators agreed that material/physical resources are highly needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states. This is in line with the study of Nwokocha and Onwuchekwa (2021) which revealed that accessibility of material

resources makes school management effective and efficient thereby enhancing the output of the education system. It is also in line with the study of Nepal and Maharjan (2015) which stated that material/physical resources provide good learning environments to the students which encourage students' high achievement. Thus availability, adequacy and management of these resources in school have been shown to relate significantly with students' academic performance and teaching effectiveness. These resources are necessary in achieving the Business Eeducation goals. The result of hypothesis three also revealed that there is no significant difference in the mean ratings of male and female Business Educators on the physical/material resources needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states in this period of socio-political and economic uncertainty.

Conclusion

Based on the findings of this study, it was concluded that information and communication resources, human resources and physical/material resources are needed for skills acquisition among Business Education students in colleges of education in Enugu and Anambra states for skill acquisition in this period of socio-political and economic uncertainty.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made for the study.

24. Government should provide ICT facilities to colleges of education to enable the Business Education lecturers teach with new technologies to enable their students acquire requisite skills for national and economic development in a period of socio-political and economic uncertainty.
25. Federal and State governments should recruit more qualified Business Educators so that they will have manageable work load. This will enhance skill acquisition of students for job performance.
26. Government should provide adequate infrastructural and financial support to promote skill-based learning in colleges of education.

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